

Figure 2

Guide to Writing the Report of Self-Study

Section 1: Institutional Purpose

1. Describe the major purpose of the school. The purpose identifies the basic reason for the school's existence as an institution.
2. In what documents or publications are statements of purpose officially recorded? For example an Air Force instruction, a student brochure or school catalog may contain the purpose.
3. Describe the planning and evaluation processes used to ensure the purpose is being fulfilled. How is unit success measured? Describe this process. Since the purpose may change, there must be a system for periodic review.
4. Based on the criteria established for this section, what major areas have been identified for improvement? What steps are planned or have been taken to improve those areas? What exceptional strengths have been identified? This is a self-analysis of the school. Identify weak areas, analyze them, and determine how they can be corrected or, as a minimum, how to minimize any negative impact. The purpose of this process is to improve the school. Writing about strengths should be a lot easier. Determine what makes a certain aspect of the school really strong. Analyzing school strengths and weaknesses is repeated in each section of the criteria (e.g., SACS criteria for accreditation). This should give you another indication of the emphasis and thoughtful consideration you should give to providing a meaningful answer.

Section 2: Institutional Effectiveness

1. Describe the institution's procedures for planning and evaluating the achievement of the educational goals. Identify the process used to define expected educational outcomes of the school. Describe how achievement of these outcomes is determined and documented; e.g., how are surveys, student critiques, follow-up surveys and staff field visits used?
2. How is it determined the school is meeting the stated institutional purpose, policies, procedures and programs? Be prepared to demonstrate achievement of certain results from institutional planning and evaluation efforts. Institutional planning and evaluation should include as a minimum:
 - A clearly defined statement of institutional purpose.
 - Definitions of expected educational results.
 - Descriptions indicating how achievements of results are determined.
 - Documentation of how evaluation results improve institutional effectiveness.
 - A plan addressing educational, physical and financial development.
3. The institution should develop a concise, written description of its planning and evaluation processes, updating as appropriate. Review the institution's system for planning and evaluation and provide documents on each type of evaluation. Be prepared to demonstrate the linkage between statement of purpose and statement of goals or expected results; identify any significant discrepancies between stated purpose or goals and the results actually achieved; and describe plans made or actions taken to address those discrepancies.
4. Based on the criteria established for this section, what major areas have been identified for improvement? What steps are planned or have been taken to improve those areas? What exceptional strengths have been identified?

Section 3: Educational Program

Admissions Requirements

1. What are the usual minimum requirements to admit students to the school? How is the admission policy established, administered and reviewed?
2. How are students made aware of the admission standards?
3. What remedial programs do you have for students having difficulty completing course work at a satisfactory level? Is the remedial program voluntary or mandatory? Is it exclusive to the school, or do you work with an outside function or agency such as the education services office or a local civilian educational institution or system?
4. What are the policies regarding student dismissal and readmission?
5. Do students understand dismissal policies? How do you determine whether students are aware of these policies? Are they available to students in written form?
6. How do you document information used for selecting students who meet admission standards—individual student or class folder would be appropriate?

Completion Requirements

1. Summarize the quantitative and qualitative requirements for award of each certificate or diploma presented by the school. How are these requirements measured?
2. How does the school ensure the students fully understand all course completion requirements?

Curriculum

1. List all courses offered by the school. Include the length of each course and the current (or typical) enrollment. Indicate with an asterisk those courses for which CCAF will not award credit. List all course offerings regardless of their applicability to CCAF degree programs.
2. Describe any major changes planned for current courses and explain how these changes have been determined, focusing on major changes; e.g., introduction of a new system, modification of a course that would require completely new instruction, length change to the course.
3. Are courses described in published materials such as catalogs? If not, consider doing so.
4. Evaluate the effectiveness of the courses in terms of their support of the school and mission. How well do courses accomplish stated objectives? Cite evidence such as survey results, test scores and memorandums from commanders.
5. Describe the process used to develop and control courses. How and where are the courses developed? What guidance is followed? Once courses are developed, how are they controlled? What ensures the subject matter is covered as intended? Do the faculty have the prerogative to expand or deviate from prepared matter?
6. Is this process, used to develop and control the courses, clearly defined in writing and understood by all parties involved? Explain the procedures used to ensure everyone concerned understands the process.
7. Is the effectiveness of courses evaluated? Describe feedback programs. Are student and end-of-course critiques used during the course? How are end-of-course critiques used and evaluated? How are graduate surveys and follow-up studies used and evaluated?

8. Describe how the school ensures the curriculum content of courses reflects current practices in the field. How are curriculum content and subject matter currency determined?

Instruction

1. Describe the instructional techniques used in the school? Describe the methods used by instructors to promote student learning such as seminar, demonstration-performance.
2. Describe how decisions are made concerning selection of instructional techniques and how overall instructional policies are developed, approved and implemented.
3. How does the institution evaluate the effectiveness of instructors? Some possible ways could be student critiques, supervisors' evaluation of graduates, course development and review using instructional system design, and instructor evaluations. Describe systems used to document the evaluation of instructors. Explain how decisions to implement a certain instructional methodology are reached.
4. Describe the school's system of evaluating and testing students. All students and faculty should understand the goals of the evaluation program and the requirements of each course. A variety of assessment methods should be encouraged; e.g., written objective tests, hands-on performance, checklists.
5. Describe the resources the school uses to support instruction.
6. In programs where clinical experiences with other agencies are essential, describe how the school controls and supervises the learning experience.

Contractual Relationships

1. List all the school's courses taught under contract with civilian agencies for which CCAF awards credit. Provide sample contracts as an exhibit.
2. Describe the process used to ensure contracts for educational services are consistent with the purpose, policies and procedures of the institution?
3. How does the school ensure that courses offered under contract remain under school control?

Detachments/OL, etc.

1. List and describe any courses taught at more than one base location.
2. How is integrity for courses maintained? Are necessary resources available; e.g., library, labs, computers?
3. For each separate location, complete a geographically separated program and course listing.

Faculty

1. Describe the process for recruiting, selecting and certifying the education level of faculty.
2. Where is the school policy regarding faculty selection officially recorded?
3. If the faculty were to fall below the 90 percent degreed level, what actions would the school take to bring the non-degreed faculty members into compliance?

4. How does the school validate and document the credentials and qualification requirements of faculty?
5. Does the school have a statement of Academic Freedom & Responsibility?

Professional Growth

1. Describe all measures used to upgrade the professional status of the faculty and staff.
2. How does the school ensure the faculty and staff are aware of the requirements for professional development and the opportunities available to them?

Criteria & Procedures for Evaluation

1. Describe the criteria and procedures used to evaluate the faculty. Evaluate the quality of faculty with respect to the courses and programs they teach and in terms of meeting the school's purpose. Are presentations recorded? Are student critiques used? How do you ensure instructors are prepared before their first teaching assignment?
2. Are instructors aware of evaluation criteria? When specific preparation or schooling are required for individuals to become instructors, are they available when needed? Does the qualification and preparation program adequately prepare faculty to accomplish the mission?

Strengths & Weaknesses

What major areas have been identified for improvement? What steps are planned or have been taken to improve these areas? What exceptional strengths have been identified?

Section 4: Educational Support Services

Library Services

1. Library services are a crucial element in an educational institution. Identify the libraries available to the school. Identify all resources available to support the school.
2. Describe the services library resources provide. Show how each supports the school.
3. Describe how students and faculty are oriented to the library.
4. Provide the following information for each library/learning resources center.
 - Total square feet
 - Stack area for shelving volumes (square feet)
 - Seating capacity
 - Staff office and work areas (square feet)
 - Other areas (e.g., media, listening rooms) (square feet)
5. What are the operating hours for each of the library resources listed in item 1 above?
6. Describe the library and learning resource center staffs, including titles, training and specific duties or responsibilities of each person.
7. Is there a library and learning resource committee? If so, what are the responsibilities of this committee? How is it appointed?
8. How is the need for new material to support programs determined?
9. Evaluate how well library resources support the programs of the school.

10. Describe the procedures used to measure student and faculty use of libraries and materials.

Computer Services

Describe the computer resources available to the students. Include in your description your organization's technology plan as it relates to students and classrooms.

Student Development Services

1. What counseling or academic advisory services are available to the students?
2. Describe the policies concerning the kind of information gathered and retained on each student. Describe how it is determined what information is needed for student records.
3. Describe the procedures for recording and safeguarding student academic and personal information.
4. What follow-up procedures are used to determine the effectiveness of counseling and academic advisory programs?
5. Describe the student orientation program.
6. In what ways are students involved in matters regarding their academic and personal welfare? Is there a student organization? If so, how is it organized and run?
7. In what special activities do students participate?
8. How are students made fully aware of the special activities available to them? Are the criteria for awards published and available for general review?
9. Based on the evaluation of this section, what major areas have been identified for improvement? What steps are planned or have been taken to improve those areas? What exceptional strengths have been identified?

Physical Resources

1. List all buildings and other physical facilities occupied and controlled by the school and describe the physical environment.
2. Are any major modifications planned for any of the buildings listed in item 1 above?
3. Are any new buildings planned? If yes, evaluate the adequacy of each building in terms of the purpose for which it is being built. What are the estimated start and completion dates for each building?
4. Do you have a facilities master plan? Does this plan relate to the educational plan for the future of the school?
5. Evaluate the amount, adequacy and safety of all equipment and supplies used at the school.
6. Based on the evaluation of this section, what major areas have been identified for improvement? What steps are planned or have been taken to improve those areas? What exceptional strengths have been identified?

Section 5: Projections

1. Develop a narrative containing the best ideas on the future direction and growth of the institution.

2. How will the institution change in the next year, 5 years and 10 years?
3. What instructional technologies (computer-assisted-training or interactive video disks) might be used in the education programs?
4. What changes are anticipated in the student?
5. Will future students be better qualified when they come to the school?
6. How does the institution plan to deal with anticipated changes in instructional delivery?